Academic Program Review

ACADEMIC YEAR	**2013-2014**	☒ Basic Skills ☐ Transfer ☐ Career Technical Education (CTE)
PROGRAM	ESL	
DEPARTMENT	ESL	
DIVISION	Arts, Letters, and Learning Services	
SUBMITTER	Edward Scheuerell March 3, 2014	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	**INSTITUTIONAL GOAL(S)** (Check all that apply.)

1	**PAST PROGRAM GOAL #1**	**INSTITUTIONAL GOAL(S)**
	The ESL Department will continue to explore opportunities in • creating parallel pathways	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met: We are currently in the process of creating an extension to our current program. This would be an academic pathway that would lead students to transfer level English. This pathway would create a parallel path to remedial English classes, but intended for higher level ESL students, as well as for non-native or Generation 1.5 students who speak English but lack the grammar knowledge to be successful in an English class. While ultimately benefiting those students, the slower pace, owing to its focus on students learning English as a system and not just the grammar, adds a substantial amount of time to those students' ability to quickly get to transfer level classes. To this end, several activities have taken place during the past year. First, discussions have ensued with the English Department chair regarding the creation of parallel classes. Second, there has been development by a faculty member on PLOs and SLOs for the new courses. These outcomes are similar to the ones for English 008 and English 009, but have a greater focus on linguistic skills. Over the next several months, faculty will continue to work on the creation of new Course Outlines of Record to be submitted to the Curriculum Committee by Fall 2014 for Spring 2015 implementation.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	The ESL Department will continue to explore opportunities in • strengthening vocational ESL offerings.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☒ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** In previous years, a primary goal of the department had been to strengthen vocational English as a Second Language classes. While vocational ESL will continue to be a potential pathway, without funding it seems that vocational ESL program development will be put on hold until such time that alternative funding sources are identified.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	The ESL Department will continue to explore opportunities in • enhancing the department's consistency in both curriculum and instruction for ESL classes.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The department selected textbooks for grammar and speaking/listening classes, and there has been an increased effort to standardize textbook use among all instructors, both full and part-time. In addition, objectives for grammar/writing classes were updated, and approved. The new objectives focus more on writing skills instead of discrete grammar points and are much better suited to our long term goals of creating an additional career pathway. The objectives are now being used and serve as the basis for instruction. Finally, though there has been discussion of creating standardized class syllabi, nothing has been finalized for use.	

4	PAST PROGRAM GOAL #4	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: The ESL Department will continue to explore opportunities in • providing professional development to part-time instructors as well as full-time instructors	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met • **Provide detail on any improvements/effectiveness and detail status on those not fully met:** As a department, we recognize that there are always changes taking place in our field, and that to provide the best instruction to our students, we need to participate in professional development activities. These activities help to create awareness and use of best practices and recent innovations. We believe that professional development should be on-going and, therefore, is a goal that will never be fully met. In this light, the following activities have taken place since the last program review: 1) A set of reference books were purchased for each full-time faculty member. These books focus on andragogy within the field. They are also used to assist part-time instructors when questions arise. 2) Faculty members have participated in professional conferences, such as CATESOL. 3) A series of workshops for part-time instructors has been developed. These workshops will focus on best practices in the teaching of grammar and will include observations and feedback given by a full-time faculty member. Participating part-time instructors will also be provided with reference books to use in future teaching.	

Comments:

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

ESL COURSES – Overall

ESL														
Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size	FTES	FTEF	WSCH/FTEF	Success	Retention	Day Classes	Extended Day Classes	Online Classes
Fall 2010	3197	115%	123	2770	22.52	25.99	383.01	28.54	446.34	80%	91%	66	57	0
Fall 2011	2902	104%	104	2780	26.73	27.9	353.17	23.83	480.07	76%	90%	62	42	0
Fall 2012	2465	103%	91	2390	26.26	27.09	327.7	22.92	480.39	75%	91%	60	31	0
Spring 2011	3166	102%	118	3100	26.27	26.83	385.56	26.89	460.57	76%	90%	63	55	0
Spring 2012	2542	96%	99	2640	26.67	25.68	312.79	22.83	446.72	77%	92%	60	39	0
Spring 2013	2102	100%	79	2095	26.52	26.61	285.82	20.07	465.54	73%	89%	53	26	0
% Change from Fall 2010 to Fall 2012	-23%	-10%	-26%	-14%	17%	4%	-14%	-20%	8%	-6%	-1%	-9%	-46%	NA
% Change from Spring 2011 to Spring 2013	-34%	-2%	-33%	-32%	1%	-1%	-26%	-25%	1%	-5%	-2%	-16%	-53%	NA

Gender

	ESL								
	Female			Male			N/A		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	2237	83%	92%	884	73%	88%	79	82%	97%
Fall 2011	1983	79%	91%	855	69%	88%	64	66%	83%
Fall 2012	1704	78%	92%	730	69%	87%	31	71%	94%
Spring 2011	2126	79%	91%	935	70%	89%	106	78%	87%
Spring 2012	1756	79%	93%	744	70%	91%	42	79%	93%
Spring 2013	1473	75%	90%	601	68%	85%	28	68%	75%
Total	11279	79%	92%	4749	70%	88%	350	75%	89%

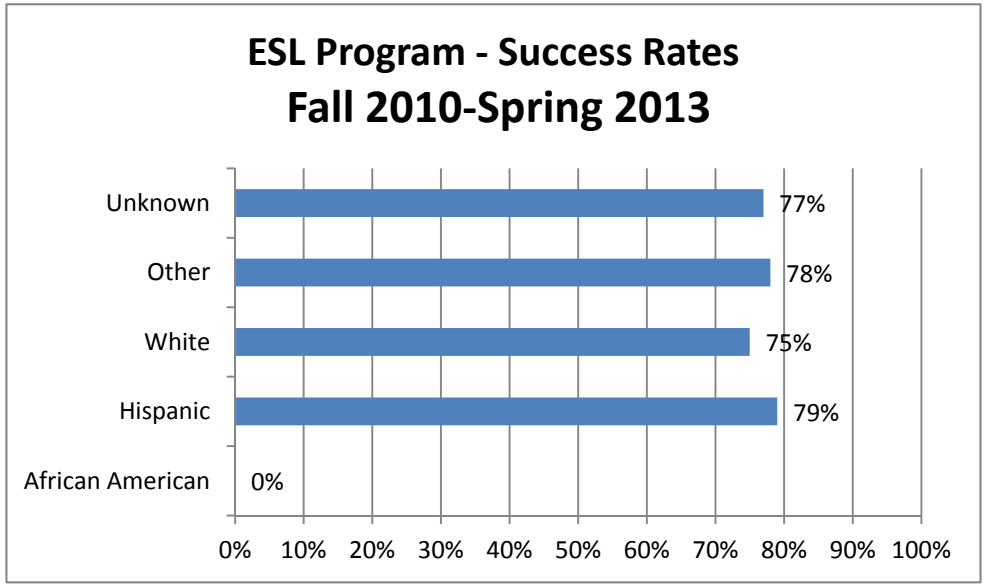
Ethnicity

ESL	African-Am			Am. Ind or A.N.			Asian			Filipino			Hispanic			Mexican, M.A.		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	1	0%	0%				18	83%	94%	1	0%	100%	1963	80%	91%	964	81%	91%
Fall 2011							14	71%	79%				1882	74%	90%	675	79%	91%
Fall 2012	2	0%	100%				2	100%	100%				1901	76%	91%	327	73%	91%
Spring 2011							14	71%	100%	1	100%	100%	1700	76%	90%	###	77%	90%
Spring 2012							4	100%	100%				1790	75%	91%	487	82%	94%
Spring 2013							3	33%	67%				1705	72%	88%	216	79%	94%
Totals	3	0%	67%	0	NA	NA	55	76%	91%	2	50%	100%	#####	76%	90%	###	79%	91%

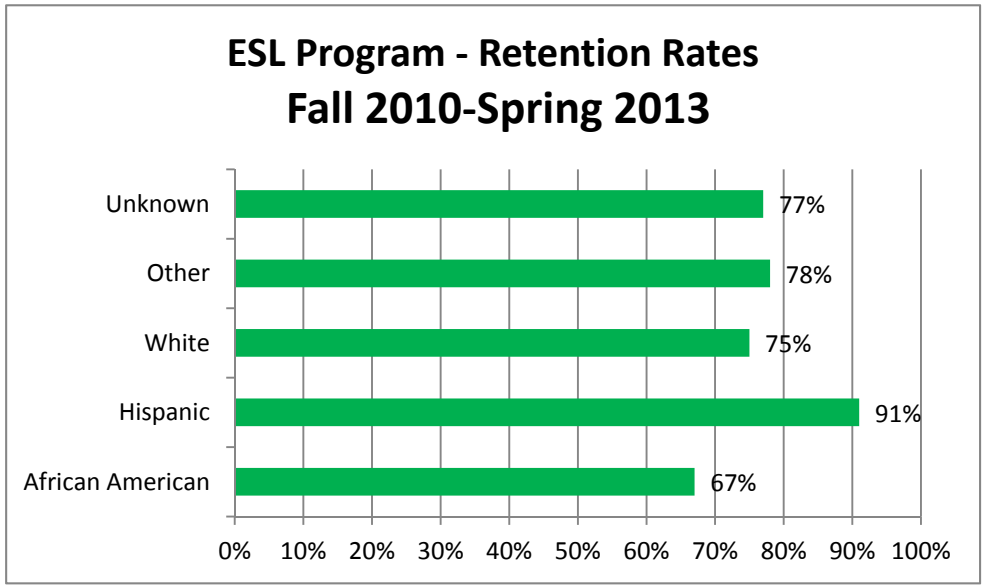
ESL	Other			Other Hispanic			Pac Islander			Unknown, NR			White		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010				107	83%	94%				142	80%	95%	4	75%	75%
Fall 2011				68	84%	97%				263	73%	85%			
Fall 2012				33	64%	82%				200	76%	90%			
Spring 2011				116	74%	91%				330	80%	92%			
Spring 2012				41	88%	95%				220	78%	93%			
Spring 2013				10	40%	60%				168	73%	89%			
Totals	0	NA	NA	375	78%	92%	0	NA	NA	###	77%	90%	4	75%	75%

Ethnicity

	Success
African American	0%
Hispanic	79%
White	75%
Other	78%
Unknown	77%



	Retention
African American	67%
Hispanic	91%
White	75%
Other	78%
Unknown	77%

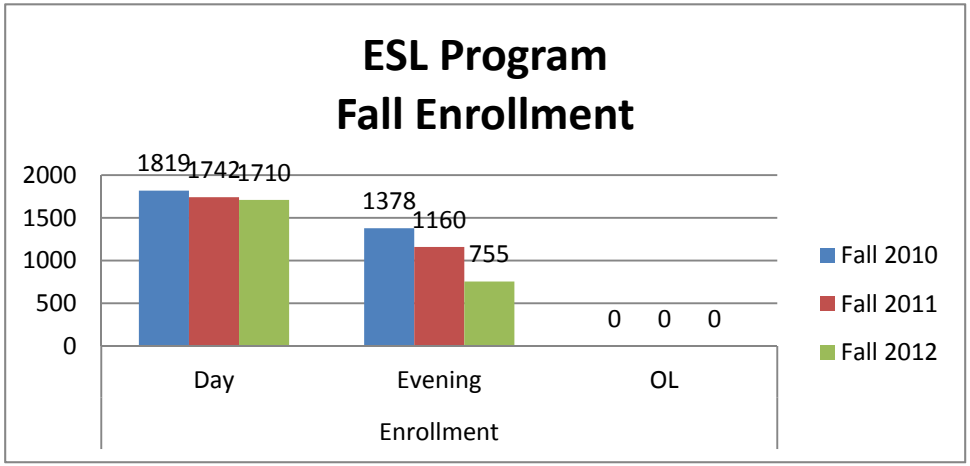


Enrollment and Fill Rate

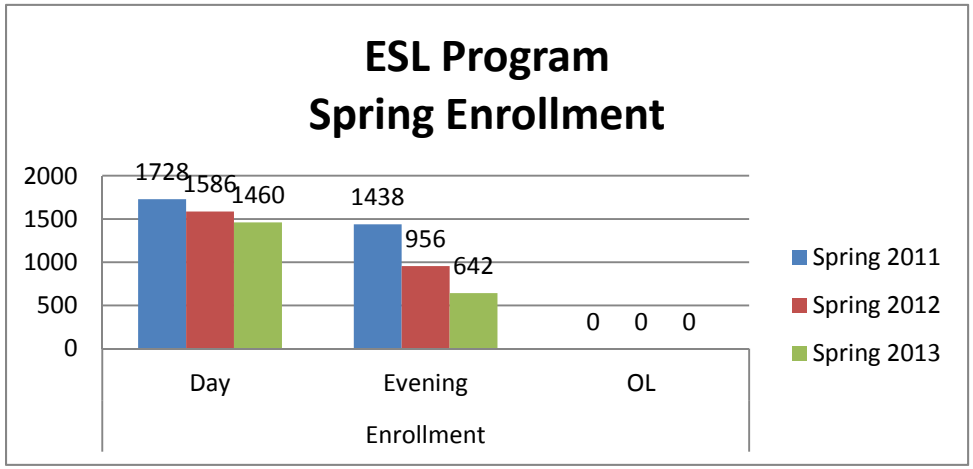
Term	Program	Day Sections	Day Fill	Day Enroll	Day Mass Cap	Ex Day Sections	Ex Day Fill	EX Day Enroll	EX Day Mass Cap	Online Sections	Online Fill	Online Enroll	Online Mass Cap
Fall 2010	ESL	66	125%	1819	1460	57	105%	1378	1310	0	0%	0	0
Fall 2011	ESL	62	106%	1742	1640	42	102%	1160	1140	0	0%	0	0
Fall 2012	ESL	60	108%	1710	1590	31	94%	755	800	0	0%	0	0
Spring 2011	ESL	63	106%	1728	1635	55	98%	1438	1465	0	0%	0	0
Spring 2012	ESL	60	99%	1586	1595	39	91%	956	1045	0	0%	0	0
Spring 2013	ESL	53	102%	1460	1425	26	96%	642	670	0	0%	0	0
Average	ESL	60.7	108%	1674.2	1557.5	41.7	98.5%	1054.8	1071.7	0.0	#DIV/0!	0.0	0.0
Fall '10 - '12 Change		91%	86%	94%	109%	54%	90%	55%	61%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Spring '11 - '13 Change		102%	100%	99%	100%	131%	96%	124%	129%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Enrollment

	Enrollment		
	Day	Evening	OL
Fall 2010	1819	1378	0
Fall 2011	1742	1160	0
Fall 2012	1710	755	0

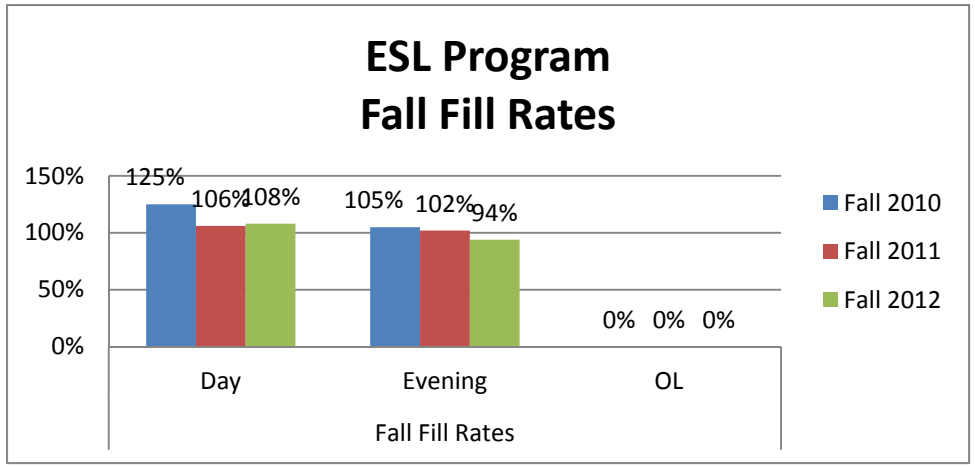


	Enrollment		
	Day	Evening	OL
Spring 2011	1728	1438	0
Spring 2012	1586	956	0
Spring 2013	1460	642	0

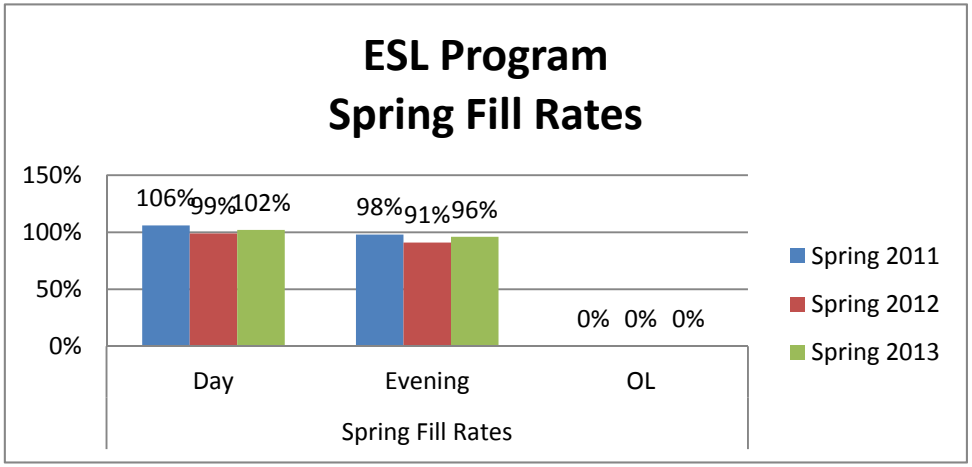


Fill Rate

	Fall Fill Rates		
	Day	Evening	OL
Fall 2010	125%	105%	N/A
Fall 2011	106%	102%	N/A
Fall 2012	108%	94%	N/A



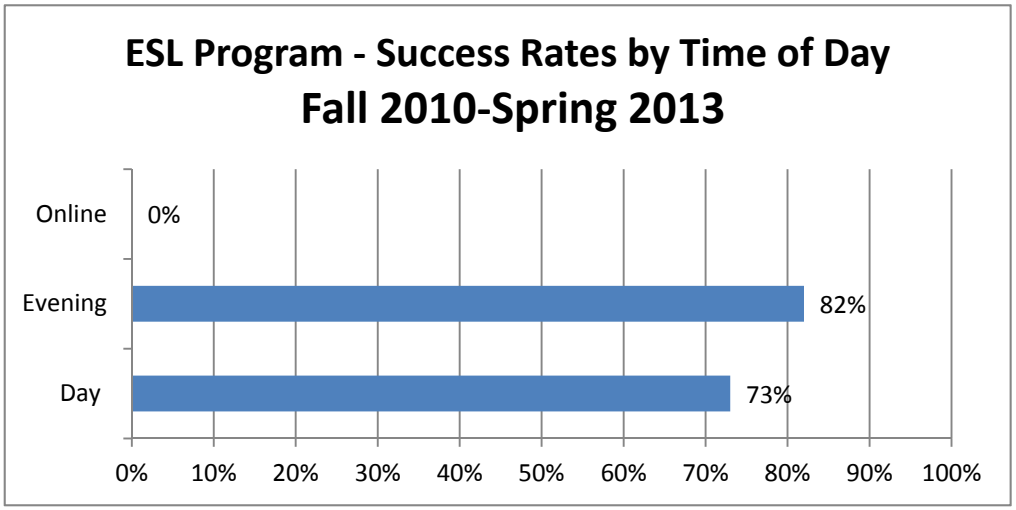
	Spring Fill Rates		
	Day	Evening	OL
Spring 2011	106%	98%	N/A
Spring 2012	99%	91%	N/A
Spring 2013	102%	96%	N/A



Success Rate

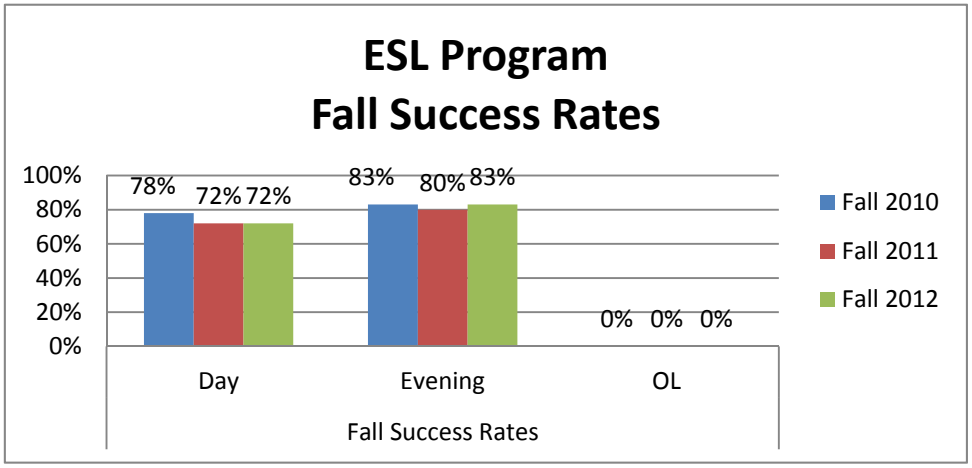
Term	Program	Day Enrollment	Day Success Rate	Day Retention Rate	Extended Day Enrollment	Extended Day Success Rate	Extended Day Retention Rate	Online Enrollment	Online Success Rate	Online Retention Rate
Fall 2010	ESL	1822	78%	92%	1378	83%	91%	0	0%	0%
Fall 2011	ESL	1742	72%	89%	1160	80%	90%	0	0%	0%
Fall 2012	ESL	1710	72%	90%	755	83%	92%	0	0%	0%
Spring 2011	ESL	1728	72%	90%	1439	82%	91%	0	0%	0%
Spring 2012	ESL	1586	73%	92%	956	83%	91%	0	0%	0%
Spring 2013	ESL	1460	69%	88%	642	83%	90%	0	0%	0%
Average		11722.7	73%	90%	7385.0	82%	91%	0.0	#DIV/0!	#DIV/0!

	Success
Day	73%
Evening	82%
Online	N/A

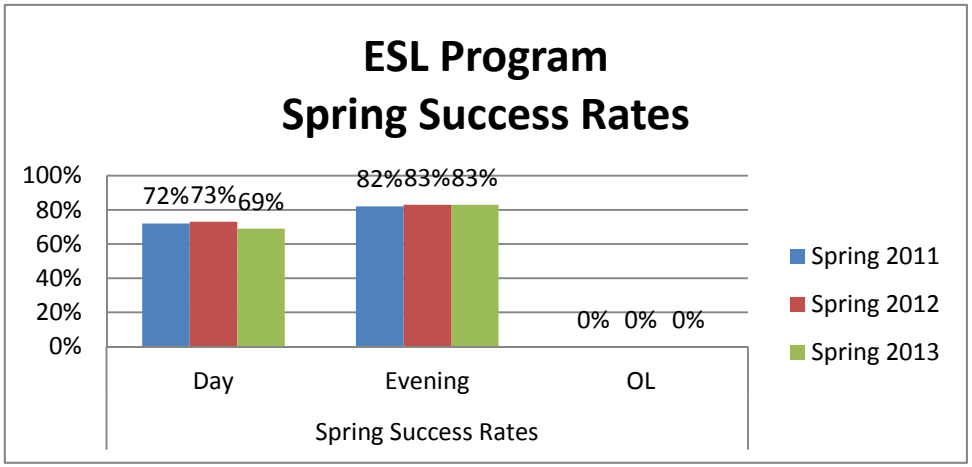


Success Rate

	Fall Success Rates		
	Day	Evening	OL
Fall 2010	78%	83%	N/A
Fall 2011	72%	80%	N/A
Fall 2012	72%	83%	N/A



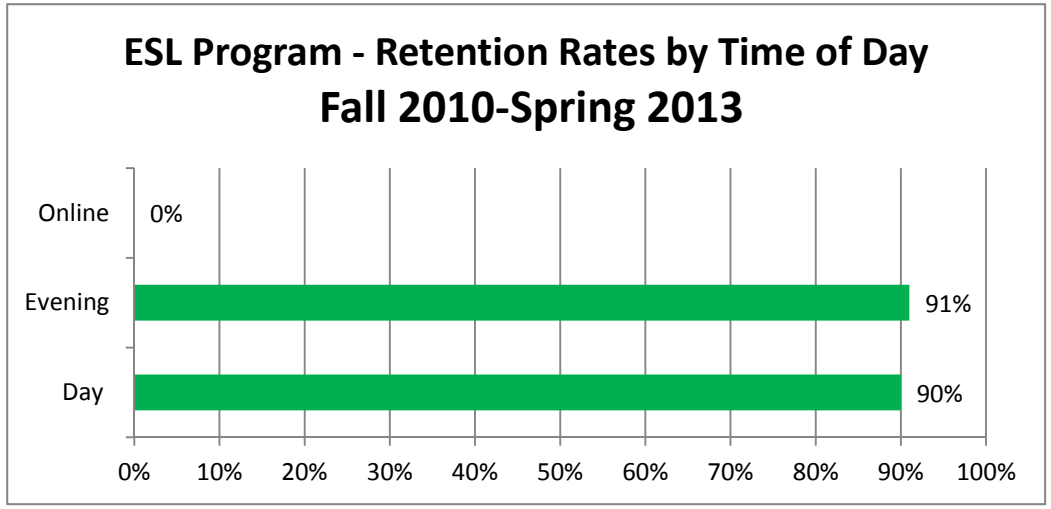
	Spring Success Rates		
	Day	Evening	OL
Spring 2011	72%	82%	N/A
Spring 2012	73%	83%	N/A
Spring 2013	69%	83%	N/A



Retention Rate

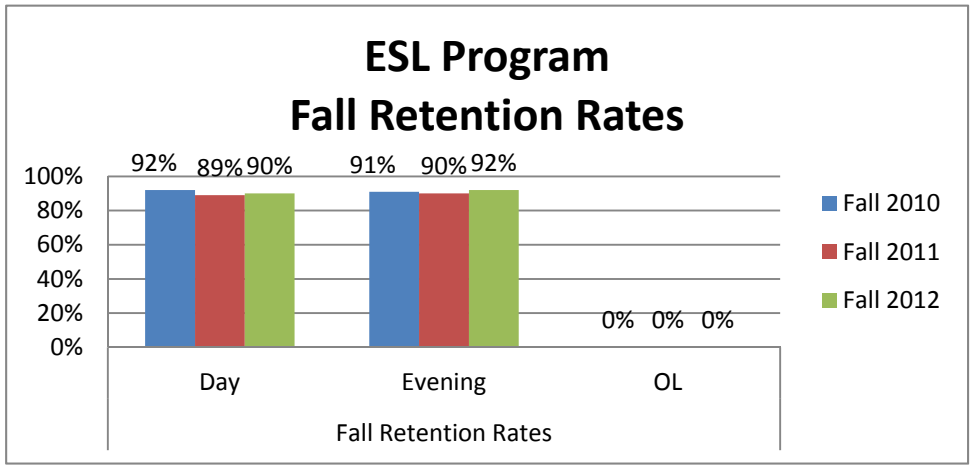
Term	Program	Day Enrollment	Day Success Rate	Day Retention Rate	Extended Day Enrollment	Extended Day Success Rate	Extended Day Retention Rate	Online Enrollment	Online Success Rate	Online Retention Rate
Fall 2010	ESL	1822	78%	92%	1378	83%	91%	0	0%	0%
Fall 2011	ESL	1742	72%	89%	1160	80%	90%	0	0%	0%
Fall 2012	ESL	1710	72%	90%	755	83%	92%	0	0%	0%
Spring 2011	ESL	1728	72%	90%	1439	82%	91%	0	0%	0%
Spring 2012	ESL	1586	73%	92%	956	83%	91%	0	0%	0%
Spring 2013	ESL	1460	69%	88%	642	83%	90%	0	0%	0%
Average		11722.7	73%	90%	7385.0	82%	91%	0.0	#DIV/0!	#DIV/0!

	Retention
Day	90%
Evening	91%
Online	N/A

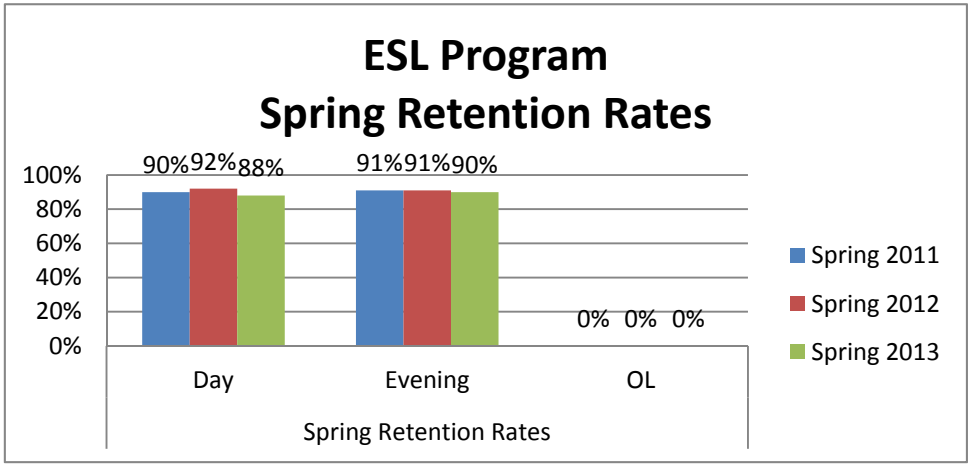


Retention Rate

	Fall Retention Rates		
	Day	Evening	OL
Fall 2010	92%	91%	N/A
Fall 2011	89%	90%	N/A
Fall 2012	90%	92%	N/A



	Spring Retention Rates		
	Day	Evening	OL
Spring 2011	90%	91%	N/A
Spring 2012	92%	91%	N/A
Spring 2013	88%	90%	N/A



1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

      The trends in enrollment and fill rate are very distinct for the ESL program with regard to the day and evening sections at the program level. First and foremost, the fill rate is stable at or around 100%. However, the rate used to be considerably higher than 100% because instructors regularly accepted students above course quotas, but the quotas have been increased; therefore, the fill rates are not dramatically higher than 100% as in previous semesters. This trend is applicable to both day and evening sections. Increasing section quotas does not have any impact on fill rate percentages. With respect to the enrollment rates, the trend is not as positive. Even though the quotas have increased, the number of sections has dramatically decreased; therefore, the enrollment rate has consistently and rapidly experienced a sharp decline in the past three years. The main reason for this decline is probably due to the closure of the Calexico Campus and the elimination of evening sections at Southwest High School in El Centro and Calexico High School in Calexico. Specifically, the day enrollment rate has declined from a high of 1819 in the Fall of 2010 to a low of 1460 in the Spring of 2013. The evening rate has experienced an even more dramatic reduction that is more than 55%. The evening enrollment rate has decline from a high of 1438 in Spring 2011 to a low of 648 in Spring of 2013. Increasing quotas does not appear to have a positive affect with regard to increased enrollment. In fact, an opposite view can be taken because of the decline in access that has resulted from reduced sections.

   b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

      The percent change from Fall 2010 to Fall 2012 for productivity has increased 8%. The productivity is at 480 for the Fall 2012. However, the percent change from Spring 2011 to Spring 2013 has increased only 1%. Again, the increase in quota has resulted in some positive, but limited, increases in productivity since instructors had already been accepting students over the mandated quotas. The productivity is at 460 for the Spring 2013. The new quota of 28, an increase of 3, may have some additional positive effects on productivity, but instructors have already been accepting students above 25; therefore, the increase may not be that dramatic.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

The retention rate for day sections is at 90% and has consistently been at, or around, 90% during the three-year period. Similarly, the retention rate for the evening sections is at 91% and has consistently been at, or around, 91% during the three-year period. Therefore, there is not a notable difference in retention between day and evening sections. With regard to success, there is a difference. The success rate for the day sections is at 73% and has consistently been at, or around 72% during the three-year period. However, the success rate for the evening sections is considerably higher at 82% and has consistently been at, or around, 83% during the three-year period. The 11 point difference may not be easily explained, but one may speculate. First, the grading standard may not be the same in the evening. Second, the evening students may be more serious. Third, the evening students may be better prepared. Fourth, the evening students tend to be older. All of these factors could explain the 11 point difference.

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

There is no noticeable gap for any of the five ethnic groups identified. The retention rates and success rates are both at, or around, 77% for all groups. However, there is one difference. The retention rate for Hispanic students is at 91%. This difference is understandable since this group makes up more than 95% of the students. In addition, this trend more closely reflects the overall difference between success and retention at the program level.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

Not applicable.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

a) The addition of more full-time instructors with a broad knowledge of ESL methodology and techniques will have a positive effect on enrollment, retention, and success because students will value the instruction more.
b) IVC should strive to attract an increased pool of highly qualified part-time instructors. This change could be gained through aggressive advertising and the implementation of more creative pay structures. Again, student perceptive of value will result in an increase in enrollment, retention, and success.
c) The limiting of class quotas will have a positive effect because students will receive more individualized instruction.
d) The expansion and/or modification of courses that focus on production will increase enrollment, success, and retention because adult learners need to see an immediate benefit from what they are studying.
e) The opening of a new Calexico Campus and evening sites in Calexico and El Centro will increase access and will improve enrollment and retention.
f) An increase in the use of technology will allow our students to draw upon their current information literacy skills to improve success. The immediate feedback on success will increase enrollment and retention in subsequent semesters because students will feel connected to what they are learning.
g) The use of hybrid courses will allow students to tap into their information literacy skills and allow for more production and feedback on instruction in a more controlled learning environment. This change will also allow more access during key times of the day.
h) The creation of a uniform guideline to focus instruction in individual courses on the objectives listed in course outlines will help eliminate differences based on teaching styles. This uniformity will allow students to make a more seamless transition from one level to the next.
i) The expansion of language laboratory space will allow students to improve and practice their skills more with greater access to computers, both during classroom hours and for completing homework activities outside of class.
j) A restructuring of class times might also increase enrollment, success, and retention. A large percentage of ESL students are parents, so having classes that start at 7:30 in the morning and classes that end at 3:25 in the afternoon do not allow for the greatest amount of access for the majority of our students. Similarly, the evening students generally work full-time, so only offering courses at the IVC main campus does not always provide the majority of potential students with access because of work constraints which may be avoided by offering more sections in Calexico and El Centro.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

   There are two main revisions to the program since the last program review. First, based on revisions to the educational code, the language laboratory may no longer be repeated. This change has resulted in lower enrollment in these sections because students may no longer be able to repeat the course three times. Second, the reading courses have been reduced from 3.5 units to 3.0 units because it was determined that the laboratory component could no longer be offered without being supervised. The laboratory component added additional practice of skills learned in class, and the deletion of this component from the course may have adverse effects on success.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

   The program is very viable looking to the future. The productivity of the courses has increased with increased quotas and will continue to be even more productive as a result of increasing the course quotas to 28. However, the elimination of the Calexico Campus and the evening instructional sites has seriously jeopardized student access. It is crucial to regain this student group because the enrollment rate is declining in the day sections, and the enrollment rate is drastically declining in the evening sections. The enrollment has declined from a high of 3197 FTES in Fall 2010 to a low of 2102 in Spring 2013. The difference represents a decline of 1,095 FTES. Additionally, this decline represents a major portion of the decline in FTES that IVC is currently experiencing and is eagerly trying to recapture. Furthermore, these eliminated students no longer take courses in other departments at IVC which further exacerbates the problem. With the elimination of English 006 and English 007, ESL 005 is becoming more impacted to make up for those displaced students who do not place into English 8 or English 10. The quality of outcomes is excellent because students are very well-prepared for the developmental sequence of English. The completion of SLOs and PLOs show that students are able to produce the desired outcomes for success.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Hire additional faculty members to replace department members lost through retirement or transfer.		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: Hire five (5) full-time, tenure track instructors.		
Task(s): (a) Contact Human Resources for forms and procedures. (b) Advertise for five (5) full-time tenure track positions. (c) Assemble hiring committee. (d) Review applications and select candidates for interviews. (e) Review interview questions. (f) Conduct interviews and make offers of employment.		
Timeline: File paperwork with Human Resources and advertise positions in Spring 2014 for Fall 2014 start date.		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST

☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☒ Staffing	$400,000

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Rationale: In order to maintain an adequate amount of section offerings, IVC will need to replace three (3) departing instructors. In addition, it would be prudent to replace two previously vacated positions that were never filled.

The funding for three of the positions would not be additional recurring expenses; however, the two replacements for previously unfilled positions would increase the current budget.

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Take advantage of computer-assisted language learning software		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: Purchase computer programs/software for the language lab to be used in ESL 010 and other courses.		
Task(s): (a) Contact textbook companies. (b) Review available materials. (c) Choose materials at a departmental meeting. (d) Purchase software. (e) Install software.		
Timeline: Spring 2014		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☒ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☒ Technology ☐ Professional Development ☐ Staffing	$25,000

Rationale: The current software is out of date and can no longer be maintain by the IT department.

Possible replacement system would cost $100/student, but the cost could be recouped by charging a $25 lab fee per class. The license is valid for a one-year period and is transferable from student to student; therefore, the same license could be used during all four terms throughout the school year and with different students. Furthermore, additional software for vocational ESL courses would be included at no additional cost, and students would also be able to enroll in these sections without having to pay any additional lab fee beyond the initial course taken in any given term.

This software has not been officially chosen yet, so the exact expense type and amount cannot be predicted with accuracy.

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Improve student success		☒ 1 ☒ 2 ☐ 3 ☐ 4
Objective: To create additional courses that improve the student pathway(s)		
Task(s): (a) Determine pathway needs for courses leading to transfer English and Vocational ESL. (b) Determine course content (c) Choose textbooks. (d) Develop course outlines. (e) Submit outlines and forms to C & I for approval (f) Offer courses to students		
Timeline: Spring 2014 and Fall 2014		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☒ One-Time ☐ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☒ Professional Development ☐ Staffing	$10,000

Rationale: The addition of ESL 008 and ESL 009 will allow student to make a seamless transition to transfer-level English and to complete vocational training in technology and work-force development programs.

TOTAL BUDGET REQUEST	$435,000

1. How will your enhanced budget request improve student success?

   The enhanced budget request will improve student success by providing quality instructors and course options.

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Students will produce a paragraph (8-10 sentences) that demonstrates their ability to use the standard academic organizational pattern of topic sentence, supporting sentences, and concluding sentence using correct grammar and mechanics.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Pending. Initial Data From two sections. Morning section .. 90% Pass 10 Not pass Afternoon section 91% Pass 9% Not pass	
	☐ Met ☒ Partially Met ☐ Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met: Students need to further focus attention on the difference between Main Idea and Major/Minor details to prove, show, or explain a narrowed topic with a control.	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Students will produce a speech/presentation (3-5 minutes) that demonstrates their ability to communicate the main idea, provide opinions, reasons and examples using clear and accurate pronunciation and grammar.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☐ ISLO 4

	Measurable Outcome Summary: a. How did you assess outcome #2? In one section of ESL 15, 18 students gave a speech in class. During the speeches, students presented graphs that were created from information that they gathered from surveys that they conducted on education. The graphs were to be presented in a four step process that included introducing the graph, presented the information on the graph, comparing parts of the graph, and making inferences to draw a conclusion. In another section of ESL 15, 21 students gave an oral presentation, and it was evaluated on a scale of one to five. The students had to speak about a time in their lives when they felt they were becoming adults. b. Provide a summary of results: The 18 students were scored on their presentations using the Oral Presentation Rubric PLO2. (Rubric is attached) The overall score for the class was 70.83/80 points – or an 88% pass rate. 4 students did not pass. Besides problems with vocabulary, all of the no passing students exhibited speech that was categorized as SOMEWHAT clear and automatic. For the students who passed, the major area of difficulty was providing accurate information with supporting details. Many times this was that students were unable to clearly make an inference beyond what was displayed on the graph. In the class of 21 students, five students received a four, four students received a three, seven students received a two, and three students received a one. Two students were unwilling or did not give a presentation. The students who received a five spoke very clearly with little to no grammar, vocabulary, or pronunciation errors. They did not read their presentations. The students who received a one completely read their presentation, making no eye contact at all. Students who received a one or two did some reading, were unclear, and had quite a few grammar, vocabulary, and pronunciation problems.	☐ ISLO 5

	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** . a. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain. Students need to continue practicing their oral English skills to improve automaticity. Speeches are one way to help this and I would recommend that they be more thoroughly integrated into the program at all levels. Additionally, the 015 course outline should be changed so that the final oral presentation objective is very, very clear. More focus is needed on creating an objective that states exactly what is expected of students in a final oral presentation, for example, no reading, clear pronunciation, little to no grammar errors, and correct vocabulary choice. Of course the instructor has to be highly involved in this process, which is why students ought to write out the presentation beforehand for a final edit by the instructor. b. What is your Timeline for Program Modifications or Response to Data? Modifications will be completed during the 2015/2016 school year.	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: . Students will produce a graphic organizer based on a reading passage that demonstrates their ability to understand the text structure including main ideas and major and minor details.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5

Measurable Outcome Summary: .
a. How did you assess Outcome # 3?

Students in the four sections of ESL 025 were given the PLO with the directions to create a graphic organizer of the main idea, major, and minor details of a paragraph. They were instructed to create any time of outline, map, flowchart, or other graphic organizer to organize the information. The four sections were taught by both full-time and adjunct faculty in both morning and afternoon classes. There were no evening sections offered in the Spring of 2013.

c. Provide a summary of results:

74% of all students in the four sections passed the PLO with a 70 percent or better. Per individual class the passing rate was 81%, 79%, 78% and 74%. The average score for all four sections was an 80% with individual classes having an average of 85%, 85%, 81%, and 72% in the 4 sections of the class.

☐ Met ☒ Partially Met ☐ Not Met

Provide detail on any improvements/effectiveness and detail status on those not fully met:
a)
How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.

After reviewing the data, the department members feel that the reading course outlines need to be reevaluated because the curriculum mirrors that of the next semester. We would like to revise it to be more effective and include more writing.
b)
What is your Timeline for Program Modifications or Response to Data?
The projected timeline is for the 2015-2016 school year.

***** ATTACH PLO/SLO GRID *****

Please include the outcomes that have been designed for your courses.

ESL 001	1- Demonstrate the skill of describing actions in the moment by selecting grammatically appropriate questions and statements (ISLO 1). 2-Demonstrate the skill of describing routines by selecting grammatically appropriate questions and statements (ISLO1). 3-Write correct forms of the verb+ ing using appropriate spelling rules (ISLO1). 4-Follow common classroom instructions (ISLO1). 5-Students will be able to recognize and select the subject of a statement or question by identifying the correct noun or pronoun (ISLO1, ISLO2).
ESL 002	1-Demonstrate knowledge of definite and indefinite articles by completing sentence (ISLO1, ISLO2). 2-Differentiate the correct use of prepositions with regard to time or location (ISLO1, ISLO2). 3-Identify the correct form of a verb to convey the meaning of a completed past event (ISLO1, ISLO2). 4-Identify the correct form of a verb to convey the meaning of a routine or a repeated action in the third person singular present tense form (ISLO1, ISLO2). 5-Differentiate the correct form of a verb to use as determined by a time clue or time expression used to indicate either a simple completed past event or a simple repeated action/routine in the present tense (ISLO1, ISLO2).

ESL 003	1-Demonstrate the ability to select the correct verb tense (simple present and present progressive) needed to complete a passage in English [ISLO1, ISLO2]. 2-Demonstrate an understanding of verb-gerund and verb-infinitive combinations by analyzing sentences for correct usage [ISLO1, ISLO2]. 3-Demonstrate the ability to choose the correct verb tense (simple past/present perfect) needed to complete a sentence in English [ISLO1, ISLO2]. 4-Demonstrate an understanding of modal verbs by choosing the correct modal needed to complete a sentence in English [ISLO1, ISLO2]. 5-Demonstrate the ability to make negative sentences in a variety of verb tenses [ISLO1, ISLO2].
ESL 004	1-Use and identify simple, progressive, and perfect tenses in the present, past, and future. (ILO1, ILO2) 2-Use and identify real and unreal conditionals in present, past, and future tenses. (ILO1, ILO2) 3-Use and identify independent and dependent clauses (adjective, adverb, and noun). (ILO1, ILO2) 4-The student will demonstrate competency in applying the knowledge of adjective clauses to solving various life problems. (ILO1, ILO2) 5-Demonstrate the knowledge of noun clauses by creating sentences using given stems. (ILO1, ILO2)
ESL 005	1-Demonstrate competency in writing paragraphs with the standard academic organizational pattern of topic sentence, supporting sentences, and concluding sentence with the theme of stating reasons and giving examples. (ILO1, ILO2, ILO5) 2-Demonstrate competency in identifying and writing simple, compound (with coordinating conjunctions), and complex (with adverb and adjective clauses) sentences correctly. (ILO1, ILO2) 3-Demonstrate competency in choosing logical connective devices including subordinating and coordinating conjunctions and transitions. (ILO1, ILO2) 4-The student will be able to identify the subject and object in a simple sentence. (ILO1, ILO2) 5-Demonstrate competency in applying prewriting skills to develop content for and organization of paragraphs. (ILO1, ILO2)

ESL 011	Outcome 1: Differentiate between similar-sounding words by making a distinction between sounds [?] and [t?] (ISLO1). Outcome 2: Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities (ISLO1). Outcome 3: Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities (ISLO1). Outcome 4: Produce appropriate answers to questions about personal information, such as name, age, email address, occupation, etc (ISLO1). Outcome 5: Produce appropriate rising or falling intonation in Yes/No questions and Wh- Questions (ISLO1).
ESL 012	1- Produce common contractions in speaking (ex. did not= didn't, am= 'm, etc.) (ISLO1) 2- Differentiate between similar-sounding words by making a distinction between sounds [ð], [t], [d], [?], and [f].(ISLO1) 3- Produce appropriate rising or falling intonation in Yes/No questions and Wh- Questions (ISLO1). 4- Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities (ISLO1). 5- Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities (ISLO1).
ESL 013	1-Produce the sounds /sh/ and /ch/ correctly in beginning, middle, and final positions of words. [ILO1] 2-Discriminate between /sh/ and /ch/ sounds used in the beginning, middle, and final positions of words. [ILO1] 3-Categorize meanings of modal verbs in the sentences you hear into: ability/ permission/request categories (ISLO2). 4-Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities (ISLO1). 5-Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities (ISLO1).

ESL 014	1-Identify what you would do in a hypothetical situation (unreal conditional). (ILO1, ILO2) 2-Express what you would have done (past unreal) differently this semester. (ILO1, ILO2) 3-Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities. (ILO1) 4-Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities. (ILO1) 5-Demonstrate competency in distinguishing between main ideas and details of a listening segment. (ILO1, ILO2)
ESL 015	1- Orally state the main idea of a listening segment of no more than five minutes. (ILO1, ILO2) 2-Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities. (ILO1) 3-Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities. (ILO1) 4-Demonstrate competency in inferring the meaning of a listening segment by identifying the speaker's attitude or feeling or distinguishing between facts and inferences. (ILO1, ILO2) 5-Demonstrate critical thinking skills by comparing 2-3 summaries of a listening segment and identifying the one that best summarizes the segment. (ILO1, ILO2)
ESL 23	1- Analyze a reading in order to distinguish causes and their associated effects. [ILO2] 2-Develop a chart or graph based on information provided in a reading. [ILO2] 3-Apply knowledge of usage of an English-only dictionary in order to identify key components of a word. [ILO2, ILO4]
ESL 24	1-Distinguish between main ideas and major/minor details in a reading. [ILO2] 2-Select appropriate vocabulary based on the readings' context clues to aid in overall comprehension. [ILO2] 3-Identify the correct definition of a vocabulary word using an English-only dictionary (ISLO2).

ESL 25	1-Analyze a text and generate a summary based on the reading's main points. [ILO1] 2-Demonstrate mastery identifying text structures, such as sequence, listing order, cause/effect, and comparison/contrast. [ILO4] 3-Make inferences about characters in a story, author's opinions, events before and after a passage. [ILO4]
ESL 010	1- Demonstrate ability to navigate appropriate computer hardware and software to fulfill course objectives [ISLO 4].